

Assessment Year: 2020-2021

Bachelor of Applied Science in Allied Health

College: Nursing and School of Allied Health

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Northwestern State University Mission Statement: Northwestern State University is a responsive, student-oriented institution committed to acquiring, creating, and disseminating knowledge through innovative teaching, research, and service. With its certificate, undergraduate, and graduate programs, Northwestern State University prepares its increasingly diverse student population to contribute to an inclusive global community with a steadfast dedication to improving our region, state, and nation.

College of Nursing and School of Allied Health Mission Statement: Northwestern State University College of Nursing and School of Allied Health serves an increasingly diverse student population while advancing the mission of the University by offering excellent and innovative undergraduate, graduate, certificate, and continuing education programs that are designed to assist individuals in achieving their goals to become responsible and contributing members of an interprofessional global community that improves the health of our region, state, and nation.

Bachelor of Applied Science in Allied Health Purpose and Objectives:

BASAH Program Purpose

To provide students with the education and skills to function as an integral part of the health care community and the opportunity for advancement in the allied health professions.

- To provide opportunities which will enhance the development of roles in the allied health professions
- To provide a foundation for allied professionals to become lifelong learners and to strive for continued professional growth

BASAH Program Objectives

Graduates of the BASAH program should be able to:

- Provide patient-centered care.
- Work as part of interdisciplinary teams.
- Synthesize communication strategies in a healthcare environment.

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- Utilize informatics.
- Apply quality improvement.
- Demonstrate the ability to utilize research skills for the practice of evidence-based healthcare.
- Utilize critical thinking skills to resolve healthcare-related problems.

Methodology

1. Data from assessment tools are collected and sent to the program coordinator.
2. The program coordinator enters the data into the tables for each SLO.
3. The results are shared with the BASAH Assessment Committee. The committee discusses data analysis, interpretation, actions, trends, results, and future plans.
4. The BASAH Assessment committee findings are discussed in the School of Allied Health faculty meetings. Additional insights and actions are added to the assessment plan as necessary.

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Student Learning Outcome	Tool	Measure	Results					
			2020	2019	2018	2017	2016	
I. Synthesize communication strategies in a healthcare environment.	A. Portfolio project (ALHE 4900) spring	100% of students will achieve a score of 70 or higher.	N	4	6	11	14	18
			Mean	77.75	94.5	93.45	83.1	91.9
			Range	50-91	87-100	69-100	0-100	75-100
			%	75	100	91	79	94
			#not meeting	1	0	1	3	1
	B. ALHE 3840 service-Learning project fall	100% of students will achieve a score of 70 or higher.	N	7	6	20	31	27
			Mean	91.4	90.8	93.8	91.4	93.1
			Range	80-100	80-100	74-100	0-100	0-100
			%	100	100	100	90	96
			#not meeting	0	0	0	3	1

SLO 1: Synthesize communication strategies in a healthcare environment.

Findings:

Measure A: ALHE 4900 Portfolio Project

2020: Unmet—only 75% of students achieved a 70% or higher

2019: Met—100% of student achieved a 70% or higher

2018: Unmet—only 91% of students achieved a 70 or higher

2017: Unmet—only 79% of students achieved a 77% or higher.

2016: Unmet—only 94% of students achieved a 77% or higher

Measure B: ALHE 3840 Service-Learning Project

2020: Met—100% of students achieve a 70% or higher

2019: Met—100% of students achieved a 70% or higher

2018: Met—100% of students achieved a 70% or higher

2017: Unmet—only 90% of students achieved a 77% or higher.

2016: Unmet—only 96% of students achieved a 77% or higher

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Analysis: For the 2019-2020 academic year, measures A and B were met and had significant improvement from previous years. Based on the 2019-2020 results, only minor changes were made. The faculty met with students to introduce the various assignments and answer questions. In the 2020-2021 academic year, measure A was unmet, and measure B was met. There was little change in the results for measure B, but a significant negative change for measure A.,

Measure A: ALHE 4900 Portfolio Project: In 2020-2021 AC, the measure was unmet and had a significant decline from the previous year. Again, there was a small sample size (n=4) for this assessment cycle. This small sample size makes it difficult to truly assess how all students are doing on this measure. This course is now offered every semester. Therefore, there are not enough students in just one semester to adequately evaluate student progress. Therefore, data for this measure will be collected in the spring and fall semesters to help determine how students are really doing. Additionally, there was only one student in this assessment cycle that performed below the benchmark. This was due to the student not submitting a complete assignment and submitting poor-quality work. The faculty will provide brief videos to help students understand the quality and quantity of work required and expected for this assignment. Additionally, faculty have proposed to provide examples of projects to give students a better idea for their submission. Finally, several virtual meetings will be held to answer student questions and provide assistance throughout the course.

Measure B: ALHE 3840 Service-Learning Project: This measure has been met for the past three years, and scores have been relatively consistent. In the fall of 2020, this measure had to be adapted due to the COVID-19 virus. Students were unable to participate in a service-learning project with a charitable organization as they had in the past due to restrictions from the pandemic. The assignment was changed to a charitable organization presentation where students explore an agency that has been essential during the pandemic. Students then created a narrated presentation related to the organization. The faculty will be evaluating this measure to determine what will be done in the fall of 2021. However, moving forward, the BASAH assessment committee decided to eliminate this measure for the 2021-2022 AC and replace it with the ALHE 4610 proposal presentation. The ALHE 4610 proposal presentation involves students presenting a quality management project to an imaginary board of directors. Students create the proposal and present it using a narrated PowerPoint or other presentation software. This project will be a good measure for the SLO and allow for some stability since it is not dependent upon students participating in service-learning.

Decisions: Although changes were implemented for both measures to improve student outcomes, measure A was unmet. To improve student outcomes for this student learning outcome, faculty implement strategies to help students

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understand the expectations for these assignments. Additionally, some changes in data collection will occur to provide more evidence for faculty to evaluate.

In terms of students' ability to synthesize communication strategies in the healthcare environment, evidence shows students did not meet both targets. Based on the results of the 2020-2021 AC results, the following actions will be implemented in the 2021-2022 AC:

- Create videos to explain expectations regarding the quality and quantity of work required to be successful on the assignments.
- Collect data in the fall and spring semesters for measure A to provide more evidence for decisions to improve the program and student learning.
- Conduct the virtual meeting in ALHE 4900 to answer student questions and provide assistance throughout the course.
- Provide example projects for students to review in ALHE 4900.
- Change the tool for measure B to the ALHE 4610 proposal presentation to provide stability in the measure.

These actions will maintain or improve students' ability to synthesize communication strategies in the healthcare environment.

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Student Learning Outcome	Tool	Measure	Results					
II. Demonstrate the ability to utilize research skills for the practice of evidence-based healthcare	A. Poster or presentation (ALHE 4520) fall	100% of students will achieve a score of 70 or higher.		2020	2019	2018	2017	2016
			N	11	N/A	N/A	N/A	N/A
			Mean	90.4	N/A	N/A	N/A	N/A
			Range	60-100	N/A	N/A	N/A	N/A
			%	91	N/A	N/A	N/A	N/A
			#not meeting	1	N/A	N/A	N/A	N/A
	B. Module 2 Quiz: "Introduction to Quantitative & Qualitative Research" (ALHE 4520) fall	100% of students will achieve a score of 70 or higher.		2020	2019	2018	2017	2016
			N	10	11	15	11	15
			Mean	97	97.3	83.3	78.6	89.7
			Range	90-100	90-100	70-100	0-100	70-100
			%	100	100	100	64	87
			#not meeting	0	0	0	4	2

SLO 2: Demonstrate the ability to utilize research skills for the practice of evidence-based healthcare.

Findings:

Measure A: ALHE 4520 Peer-Reviewed Article Critique

2020: Unmet—only 91% of students achieved a 70% or higher
 2019: N/A
 2018: N/A
 2017: N/A
 2016: N/A

Measure B: ALHE 4520 Quiz—Qualitative/Quantitative Research

2020: Met—100% of students achieved a 70% or higher
 2019: Met—100% of students achieved a 70% or higher
 2018: Met—100% of students achieved a 70% or higher
 2017: Unmet—only 64% of students achieved a 77% or higher.
 2016: Unmet—only 87% of students achieved a 77% or higher

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Analysis: Measure A is a new tool for this SLO. Therefore, we only have initial data for this year. Measure B has been met for the last three years. Looking at the results for both measures this year, it would appear that students are doing well in terms of this SLO. Only one student did not meet the benchmark for measure A, and all students met the benchmark for measure B.

Measure A: ALHE 4520 Poster or Presentation: This is a new measure for the 2020-2021 AC. As such, we have no data to compare. The measure was changed due to significant changes within the course. The faculty felt that this new assignment would be a good reflection of students' ability to use research skills for evidence-based practice. While this measure was unmet for the 2020-2021 AC, only one student did not meet the benchmark. Since the course underwent a major revision, faculty are still refining assignments and learning materials throughout the course. These continued changes are intended to help improve student learning. Moving forward, this measure will be adapted to be a research project for the 2021-2022 AC due to changes in the course and student feedback. The research project will be a written research proposal.

Measure B: ALHE 4520 Quiz—Qualitative/Quantitative Research: This measure has been met for the last three years. Results for the 2020-2021 AC are similar to the 2019-2020 AC results. Thus far, it appears that the redesigned course and new learning materials have increased student engagement and student learning.

Decisions: For the 2020-2021 assessment cycle, the results for measure B remained consistent with last year's results. Measure A was a new measure and had only one student not achieving the benchmark. The BASAH Assessment Committee carefully reviewed these results and determined that some modifications were needed for continuous improvement for this SLO. First, measure A will be adapted to be a research project. The project will be a written research proposal. This change is based on student feedback regarding assignments within this course and the interdisciplinary nature of the course. Nursing will be using the same measure in their assessment. Second, the course is continuing to be revised since it became an interdisciplinary course. Faculty are closely evaluating this course from semester to semester to make additional improvements.

In terms of students' ability to utilize research skills for the practice of evidence-based healthcare, evidence shows similar results to the last two years, with one measure being unmet and one met. Based on the analysis of the 2020-2021 AC results, the following actions will be implemented in the 2021-2022 AC:

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- Refine ALHE 4520 based on faculty assessment and student feedback. This course is interdisciplinary for nursing and allied health majors, and substantial data is being collected and assessed due to the number of students in the course.
- Incorporate interactive activities to assist students in meeting course objectives.
- Adapt measure A to a research project which will be a written research proposal.
- Use additional online open resources.

These actions will improve students' ability to utilize research skills for the practice of evidence-based healthcare.

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Student Learning Outcome	Tool	Measure	Results					
III. Utilize critical thinking skills to resolve healthcare-related problems	A. Case study assignment (ALHE 4630) spring	100% of students will achieve a score of 70 or higher.		2020	2019	2018	2017	2016
			N	10	22	31	21	38
			Mean	90.3	92.72	93.45	82.0	80.6
			Range	78-99	75-100	72-100	0-100	0-100
			%	100	100	100	81	84
			#not meeting	0	0	0	4	6
	B. Leadership challenge assignment (ALHE 4600) fall	100% of students will achieve a score of 70 or higher.		2020	2019	2018	2017	2016
			N	10	15	14	37	21
			Mean	85.6	87.5	91.9	71.3	92.9
			Range	70-98	75-97	83-100	0-98	83-97
			%	100	100	100	70	100
			#not meeting	0	0	0	11	0

SLO 3: Utilize critical thinking skills to resolve healthcare-related problems.

Findings:

Measure A: ALHE 4630 Case Study

2020: Met—100% of students achieved a 70% or higher
 2019: Met—100% of students achieved a 70% or higher
 2018: Met—100% of students achieved a 70% or higher
 2017: Unmet—only 81% of students achieved a 77% or higher.
 2016: Unmet—only 84% of students achieved a 77% or higher

Measure B: ALHE 4600 Leadership Challenge

2020: Met—100% of students achieved a 70% or higher
 2019: Met—100% of students achieved a 70% or higher
 2018: Met—100% of students achieved a 70% or higher
 2017: Unmet—only 70% of students achieved a 77% or higher.
 2016: Unmet—only 100% of students achieved a 77% or higher

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Analysis: Since the 2018-2019 AY, both measures have been met. Although results have been positive, faculty have continued to implement changes to ensure continued success and improvement. Video conferences were held, and research resources were added to courses to help students with these and other assignments during the 2020-2021 AY. The results of these changes had a direct impact on the students' ability to utilize critical thinking skills to resolve healthcare-related problems, and the benchmark was again met for the 2020-2021 AY. However, faculty do note a slight downward trend in the mean scores for both measures.

Measure A: Case Study: This measure was met for the third year, and there was a slight decrease in the mean student score (90.3 vs. 92.72). While the measure continues to be met, the faculty decided to make some changes in an effort for continuous improvement. First, the faculty decided to revise the entire course to include more resources and interactive activities to engage students. A video will be added to describe the case study and provide students with a better understanding of the expectations for the assignment. Additionally, faculty will carefully review the guidelines and rubric to assure congruence and to clarify expectations.

Measure B: Leadership Challenge: This measure was met for the third year. The mean student score was slightly lower than the 2019-2020 AC (85.6 vs. 87.5). In examining students who scored lower on this measure, it was found that there were two main reasons for their low scores: late assignment submissions and submissions with missing components. After carefully reviewing the guidelines and rubric for the assignment, the faculty determined that revisions need to be made. The guidelines and rubric will be revised to be more descriptive. Additionally, the rubric will be revised to be closely correlated to the guidelines for the assignment.

Decisions: Based on the results of the 2020-2021 AC results and to drive continuous improvement in this SLO, faculty will monitor student progress on both assignments. The BASAH Assessment Committee determined some changes were needed for improvement. First, for measure A, the course will be revised, videos will be added, and the guidelines and rubric will be evaluated. Second, for measure B, the guidelines and rubric will be revised to be more descriptive to help students understand the expectations for the assignment. Also, the rubric will be revised to correlate more closely with the guidelines for the assignment.

Evidence shows that both measures were met, demonstrating student achievement for this SLO in terms of students' ability to utilize critical skills to resolve healthcare-related problems. Based on the analysis of the AC 2020-2021 results, the following actions will be implemented in the AC 2021-2022:

- Revise ALHE 4630 to include more resources and interactive activities to engage students.

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- Create a video to describe the ALHE 4630 Case Study assignment and expectations.
- Review guidelines and rubric for ALHE 4630 Case Study to assure congruence and clarify expectations.
- Revise guidelines and rubric for ALHE 4600 Leadership Challenge to be more descriptive of the expectations for the assignment.
- Correlate the rubric for ALHE 4600 Leadership Challenge with guidelines for the assignment.

These actions will continue to allow students to demonstrate their ability to utilize critical skills to resolve health-related problems.

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Student Learning Outcome	Tool	Measure	Results					
			2020	2019	2018	2017	2016	
IV. Utilize informatics and its role within healthcare arenas	A. Informatics project (ALHE 4230) spring	100% of students will achieve a score of 70 or higher.	N	15	12	28	29	28
			Mean	87.3	95.25	95.32	89.3	92.3
			Range	37-100	71-100	75-100	30-100	30-100
			%	87	100	100	94	93
			#not meeting	2	0	0	2	2
	B. Discussion Forum #5 "The role of technology within health care fields" (ALHE 4230) spring	100% of students will achieve a score of 70 or higher.	N	15	13	26	29	28
			Mean	98.6	100	99.81	98.4	99.1
			Range	79-100	100	95-100	85-100	88-100
			%	100	100	100	100	100
			#not meeting	0	0	0	0	0

SLO 4: Utilize informatics and its role within healthcare arenas.

Findings:

Measure A: ALHE 4230 Informatics Project

2020: Unmet—87% of students achieved a 70% or higher

2019: Met—100% of students achieved a 70% or higher

2018: Met—100% of students achieved a 70% or higher

2017: Unmet—94% of students achieved a 77% or higher

2016: Unmet—93% of students achieved a 77% or higher

Measure B: ALHE 4230 Discussion 5

2020: Met—100% of students achieved a 70% or higher

2019: Met—100% of students achieved a 70% or higher

2018: Met—100% of students achieved a 70% or higher

2017: Met—100% of students achieved a 77% or higher

2016: Met—100% of students achieved a 77% or higher

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Analysis: In 2019-2020, both measures for SLO 4 were met; however, to drive continuous improvement, faculty implemented video conferencing for more student interaction and provided project examples to help students understand the expectations for the assignments. Despite these changes, measure A was unmet for the 2020-2021 AC; however, measure B was met. Although there was a decrease for measure A, it is not felt that the changes implemented were the cause of the decrease in scores.

Measure A: ALHE 4230 Informatics Project: For the 2020-2021 AC, this measure was unmet, with 87% of students meeting the benchmark. Two students scored below the benchmark. The project consists of a paper and a presentation. Both students failed to submit the paper portion of the assignment and only submitted the presentation. One student's presentation was well prepared, and the other student submitted a poor presentation and did not submit the paper. Overall, students who scored below or near the benchmark omitted portions of the assignment and/or submitted work that was missing components of the requirements. To create improvement, the faculty decided upon several strategies. First, a video with an explanation of the project and expectations will be created. Next, a checklist for the assignment will be developed to help students ensure that all components of the assignment are included. Additionally, examples of projects will be included to help students understand the expectations. Finally, faculty will send reminders to help students meet the deadlines for submission.

Measure B: ALHE 4230 Discussion 5: This measure was met for the 5th year for the 2020-2021 AC. All students performed well on this measure. The slight decrease in the mean score was due to a student who submitted the assignment late and received a point deduction. In an effort for continuous improvement, faculty will post reminders to help students remember due dates.

Decisions: The results for the 2020-2021 assessment cycle show a decrease for this SLO. Therefore, faculty and the BASAH Assessment Committee have decided to implement several strategies to improve student learning for this SLO. Based on the analysis of the 2020-2021 AC assessment cycle, faculty will implement the following strategies for the 2021-2022 AC:

- Create a video for measure A to fully explain the requirements for the project and expectations for student success.
- Develop a checklist for measure A to help students ensure that all components of the assignment are submitted.
- Post examples of good quality projects for measure A to help students understand the expectations.
- Post frequent reminders for all assignments in ALHE 4230 to assist students in meeting deadlines.

These actions will continue to allow students to demonstrate the ability to utilize informatics and its role within healthcare arenas.

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Summary of 2020-2021 Assessment for the Bachelor of Applied Science in Allied Health (BASAH)

The 2020-2021 AC was an extraordinary year due to the global pandemic. Nonetheless, the BASAH program continued and made adjustments as the year progressed to address student learning. However, overall, there were some decreases in terms of achievement of the SLOs established by the program. Only SLO 3 was met this year, which is the third year this SLO has been met. For SLO 1, one measure was unmet, and one had a slight increase in mean scores. SLO 2 had one new measure, which was unmet, and one measure that was met. While the new measure for SLO 2 was unmet, a good baseline was set, and only one student did not meet the benchmark. Finally, SLO 4 was unmet, with only one measure being unmet.

While these results are disappointing, the faculty are confident that strategies can be implemented in 2021-2022 AC to improve all SLOs for the BASAH program. Additionally, faculty felt that the strategies implemented in the 2020-2021 AC were not entirely unsuccessful. Although there were some decreases and unmet measures, there were many circumstances outside of faculty and student control that could have had a detrimental effect on student learning. Overall, the decreases were fairly small and could be improved with some changes to assist students. Faculty will continue to use the strategies that were implemented in 2020-2021 and add to those for continued improvement.

Comprehensive Summary of Key Evidence of Improvements Based on Analysis of Results

Continuous improvement has always been and will continue to be a focus for the program. With the focus of continuous improvement, there have been numerous changes that have been implemented throughout the program in an attempt to positively affect student learning. These changes were brought about through the analysis of the 2019-2020 assessment results. Below are some examples of the changes that have occurred during the 2020-2021 assessment cycle related to the student learning outcomes for the BASAH program:

- SLO 1: Synthesize communication strategies in a healthcare environment.
 - Implemented strategies to improve student research in ALHE 4900 and ALHE 3840.
 - Conducted virtual meetings to discuss expectations for portfolio project (measure A) and service-learning project (measure B).
- SLO 2: Demonstrate the ability to utilize research skills for the practice of evidence-based healthcare.
 - Revised ALHE 4520 to become an interdisciplinary course for nursing and allied health majors.
 - Used a new measure (poster or presentation) for measure A.
 - Added additional online open resources.
- SLO 3: Utilize critical thinking skills to resolve healthcare-related problems.
 - Added video conferences throughout the course to ensure that students are fully aware of assignment expectations and allow more student engagement.

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- Implemented in ALHE 4600 and ALHE 4630 to assure continued student success.
- Added additional clarification and links to ALHE 4600 for the leadership challenge to improve student understanding
- SLO 4: Utilize informatics and its role within healthcare arenas
 - Conducted periodic video conferencing to provide guidance to students and to allow for more student engagement.
 - Provided project exemplars for students to have a better reference for quality projects.

Plan of Action Moving Forward

Based on the evidence provided from the 2020-2021 assessment, the BASAH program will make the following changes to drive continuous program improvement in the 2021-2022 AC and beyond:

- SLO 1: Synthesize communication strategies in a healthcare environment.
 - Create videos to explain expectations regarding the quality and quantity of work required to be successful on the assignments.
 - Collect data in the fall and spring semesters for measure A to provide more evidence for decisions to improve the program and student learning.
 - Conduct virtual meetings in ALHE 4900 to answer student questions and provide assistance throughout the course.
 - Provide example projects for students to review in ALHE 4900.
 - Change the tool for measure B to the ALHE 4610 proposal presentation to provide stability in the measure.
- SLO 2: Demonstrate the ability to utilize research skills for the practice of evidence-based healthcare.
 - Refine ALHE 4520 based on faculty assessment and student feedback. This course is interdisciplinary for nursing and allied health majors, and substantial data is being collected and assessed due to the number of students in the course.
 - Incorporate interactive activities to assist students in meeting course objectives.
 - Adapt measure A to a research project which will be a written research proposal.
 - Use additional online open resources.
- SLO 3: Utilize critical thinking skills to resolve healthcare-related problems.
 - Revise ALHE 4630 to include more resources and interactive activities to engage students.
 - Create a video to describe the ALHE 4630 Case Study assignment and expectations.
 - Review guidelines and rubric for ALHE 4630 Case Study to assure congruence and clarify expectations.
 - Revise guidelines and rubric for ALHE 4600 Leadership Challenge to be more descriptive of the expectations for the assignment.

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- Correlate the rubric for ALHE 4600 Leadership Challenge with guidelines for the assignment.
- SLO 4: Utilize informatics and its role within healthcare arenas
 - Create a video for measure A to fully explain the requirements for the project and expectations for student success.
 - Develop a checklist for measure A to help students ensure that all components of the assignment are submitted.
 - Post examples of good quality projects for measure A to help students understand the expectations.
 - Post frequent reminders for all assignments in ALHE 4230 to assist students in meeting deadlines.